DOCUMENT RESUME

ED 153 444 RC 111 274

AUTHOR	Cadman, Lois A.; And Others
TITLE	Parents Handbook: A Handbook for Parents of Pre School Handicapped Children.
INSTITUTION	Education Service Center Region 9, Wichita Falls, Tex.
SPONS AGENCY	Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE	76
GRANT	OEG-76-00006
NOTE	46p.; Some pages may be marginally legible due to small type
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Child Development; Creativity; *Discipline; Early Childhood Education; *Handicapped Children; *Parent Role; Preschool Education; Self Concept
IDENTIFIERS	*Parent Resources

ABSTRACT

Designed to help parents meet the extra needs of preschool handicapped children, the booklet provides information and practical suggestions for dealing with self image, creativity, and discipline. Described are activities to develop basic communication, self help, physical, social and academic skills. An additional chapter briefly reviews considerations in working with the educable mentally retarded, visually and hearing impaired, and physically handicapped child. (CL)

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PARENTS HANDBOOK

A Handbook for Parents of Pre School Handicapped Children

Lois A. Cadman, M.Ed.
H. M. Fullerton, Ed.D.
Edward J. Wylie, Ed.D.

Illustrations by:
Paul E. Green
Media Consultant

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Funded by
Bureau of Education for the Handicapped
U.S. Office of Education
Title VI-C, Section 623, P.L. 91-230
G00-76-00006

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EC111274

Children Learn What They Live

If a child lives with criticism,
He learns to condemn.
If a child lives with hostility,
He learns to fight.
If a child lives with ridicule,
He learns to be shy.
If a child lives with shame,
He learns to feel guilty.
If a child lives with tolerance,
He learns to be patient.
If a child lives with encouragement,
He learns confidence.
If a child lives with praise,
He learns to appreciate.
If a child lives with fairness,
He learns justice.
If a child lives with security,
He learns to have faith.
If a child lives with approval,
He learns to like himself.
If a child lives with acceptance and friendship,
He learns to find love in the world.

Dorothy Law Nolte

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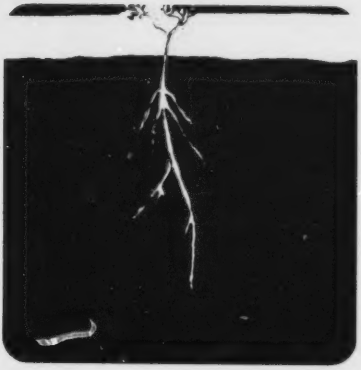
Preface

Parents are powerful influences in the educational development of their children but too often they do not realize how important they are.

Too often, we who work with children who differ from the "average" tend to pay more attention to the disabilities of these children than to their abilities. As parents and educators, we must recognize that these children are in many ways more normal than different. Their basic needs are the same, their drives are the same—however, many of these children will need extra help in developing their potential; making them socially and/or educationally acceptable to their environment.

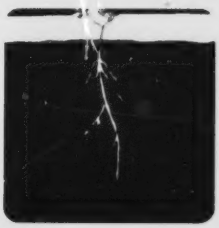
This handbook is prepared to help parents and educators meet these extra needs and to give the different child a "little bit" extra; to help him learn to live with others and others learn to live with him.

Note on the writing style: One gender will be generally used to avoid the awkwardness of "his and her." No sexism is intended.



Chapter I
Introduction

"As a twig is bent so grows the tree."



That old saying does contain some truth. You, as a parent, *ARE* responsible for creating an environment . . . pruning surrounding trees so the twig receives sunlight; nurturing the soil for strong roots; prudent pruning of the twig itself . . . where your child, whether handicapped or not, can . . .

- grow;
- explore;
- learn;
- feel free;
- develop self-discipline;
- feel appreciated for "being" . . .
- not just for "doing";
- have the opportunity to be
- the best SELF possible.

That old saying is fine if the twig grew straight. But what if it grew bent, and the environment says the best twigs are straight ones? As the parent of a bent twig, you may feel guilty—Was it my

fault he's different? Am I to blame? So, it's important to remember . . .

> You, as a Parent, *ARE NOT* solely responsible for everything your child *IS* or *DOES*.

This book is about some things *YOU CAN DO* to enhance your child's environment and growth. On the following pages, you will find brief discussions to trigger your thoughts on self-image, creativity and discipline. Also, included are ideas and suggestions for home activities to help your child develop

- COMMUNICATION ..... page 43
- SELF HELP ..... page 45
- PHYSICAL ..... page 47
- SOCIAL ..... page 49
- ACADEMIC ..... page 52

The PARENT Handbook has been compiled as a result of the Home Teaching experiences of the PEECH (a *P*rogram for *E*arly *E*ducation of *C*hildren with *H*andicaps) Project which was an active Demonstration Project from 1972-1975. The handbook will be used in conjunction with and as a supplement to the help of home teachers, who will be working formally with the parent and his child in two or more of the same skill areas.

Chapter II
Self-Image

"Solid as an oak."

That may be the way you wish to feel about yourself and your child and the way you wish to be seen by others.

A solid self-image is important to the way we experience life. Even a very capable child who sees himself as a poor student is more likely to be a poor student.

How do you feel about yourself?

How do you think others feel about you?

How do you feel about your child?

How do you think others feel about your child?

Chances are you have mixed feelings about yourself *and* about your child.

You love your child, *but* you may feel resentful and unfairly burdened by your child's handicap . . .

or

You may feel embarrassed or somehow to be blamed because your child is "different."

You want to give your child "the best" *but* you may feel inadequate to help your child become the best self possible. How do you think your child feels about himself?

Your child's self-image depends largely on the way his behavior is received and how the important adults in his life, respond to it. This response determines how your child feels about himself. That feeling may change from day to day, based on his successes and his failures in his environment.

Success breeds success, and a steady diet of failure reinforces a negative self-image. This Handbook is designed to insure your child's success in developing certain skills and your success as an educator of your child.

Mastering skills will certainly enhance your child's self-image, but your child also needs to be appreciated and valued for "being" not just for "doing." Your child doesn't know he is important to you just because he is your child. Tell your child he is important to you.

If it is the exception, rather than the rule, failure can be profitable to your child. Through failure your child can learn where he is dependent and needs to rely on others.

Finally, remember that your child's handicap is handicapping largely to the degree that you and your child feel that it handicaps.

Obstacles to a Positive Self-Image

- The child who is generally uncomfortable and whose needs are often not met will decide he and the world are *not* okay.
- The child who is constantly criticized and shamed will not think highly of himself and will not develop confidence in others.
- The child who is led into activities and decisions beyond his readiness will be frustrated and may lose self-confidence.
- Constant warnings and threats of danger of consequences that never happen plus anxiety from being frightened and teased may prevent a child's exploring the world and gaining self-confidence.
- Your child's natural, healthy curiosity may conflict with your needs and force the child to choose between clinging defensively to you or exploring necessary new experiences.

How to Help Your Child Develop a Positive Self-Image

- A sense of security is important to a healthy self-image. The child who is generally comfortable and whose cries get a response will probably decide he and the world are okay.
- Give your child a chance to make some choices. Realizing he has some control over life will strengthen his

self-image.

- Give your child opportunities to successfully perform tasks that are more difficult than anything he has done before. Doing it "myself" and doing it successfully strengthens a positive self-image.
- Protect your child from danger. Pain frightens a child and may cause him to become timid and fearful. If pain occurs, your child needs comfort and attention to reinforce his resources for taking pain in stride.
- Respect individual differences between your children. Be aware of each child's readiness for certain tasks and do not force him into an activity in which he is neither capable nor interested.
- Use positive rather than negative statements when dealing with your child. Rather than saying "No, you said it wrong" you might say it correctly yourself.

Obviously, there are conflicts here. Your child needs to feel, "I did it myself" and try new tasks; yet you must protect him from experiencing too much failure. It is not easy to draw the line between just enough help and too much help. Regardless of where you draw the line, hopefully your child will demonstrate less and less need for help. The natural outcome should be that he develops increased independence in more areas as he matures.

Chapter III

Creativity

Life is chaotic
Society psychotic.

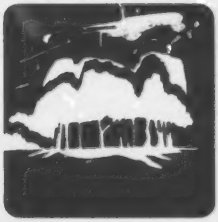
There's no time for me
To consider a tree.

I just really couldn't
It's not that I shouldn't.

I'm just not that free
To consider a tree.

But maybe I can be. *

* (Marshalltown Project, p. 87)



Curiosity and the ability to see things in a new way are keys to creativity.

Few people believe they are creative, but everyone is. You are creative and your child is, too. Actually, your child's imagination is about all you need to foster creativity in your home.

Fostering Creativity In Your Child

- Answer your child's questions as often as possible—remembering that curiosity is a key to creativity.
- To foster creativity it is important to provide materials for your child—not a vast collection of commercial toys, but common materials:
  - newspaper—to tear, to cut, to fold, to paint on, to crumple
  - sand—to touch, to stir, to feel
  - water—to pour, to stir, to feel
  - cardboard—to build with, to cut, to paint on
  - hammer and nails—to pound, to build with

- fabric scraps—to sort, to match, to cut, to stitch
- coat hangers—to bend, to hang clothes on, to build with
- spools—to stack, to build with
- Remember how often your child was or has been more interested in the wrapping paper than in the gift enclosed!
- Creativity requires reaching out into the unknown. Sometimes this will result in pain, sometimes in fear and sometimes in failure. The effort of trying is worthwhile—in spite of backward steps if your child experiences more success than failure.
- Reinforce your child's initiative in the direction of creativity.

Stifling Creativity

- Over structuring
- Over explaining
- Over use
- Over emphasis on conformity

Chapter IV

Discipline

"Prudent Pruning"

A healthy tree requires an occasional prudent pruning to improve its shape and growth.

Every child needs firm, watchful, gentle and good-humored discipline which teaches respect for self and others. The ultimate goal for each is good self-discipline. In a *Guide to Discipline*, Jeanette Galambos states that she believes in discipline that feels strong—not hard; that feels kind—not brutal; that holds children when they break loose—not punishes by hitting back. Discipline and punishment are *not* necessarily synonymous. According to *The American Heritage Dictionary of the English Language*,

> to *punish* is "to subject to penalty for a crime, fault or misbehavior; to handle roughly; injure; hurt."
>
> and
>
> *Discipline* is "training that is expected to produce a specified character or pattern of behavior, especially that which is expected to produce moral or mental improvement."

Some people are quick-tempered. Some discipline harshly because fighting and winning makes them feel good. Harsh and teasing adults can teach children to also be harsh and teasing.

Some parents are over-permissive. They do not discipline at all because they confuse discipline with anger and feel they must *always* be patient and nice.

Some place between these two, discipline can be firm but gentle and not abusive or inconsistent. Affection combined with fear and consistent rules results in cooperative and secure children.

Usually you, the parent spend more time than any other adult with your child. At times that will create strain for both you and your child. Sometimes you may get angry enough to inflict corporal punishment upon your child.

Because you spend more time with your child than any other adult, you have a significant responsibility to be the teacher and example-setter. If you are to be an example of good behvior, you want to show your child *how to act* rather than how *not* to act.

If you try to teach your child by copying his behavior—"to show him how it feels"—then you become childish.

What your child really needs is a parent who is trustworthy; a parent who is self-disciplined; a parent who cares enough for the child to provide good, clear rules that set a good example.

Do's and Don'ts for Good Discipline

Don't hit a child when you want him to stop hitting.

Do use your hands, arms and body to hold a hitting child. You will be protecting as well as controlling the child.

Don't yell at a child to stop his yelling.

Do speak in a firm voice, looking directly into your child's face. Gently holding his arm or shoulder may calm a troubled child.

Do promote good self-discipline by giving your child plenty of affection; security; a sense of order; interesting things to do.

Behavior Modification

Behavior modification is one approach used by the PEECH PROGRAM to help children learn appropriate or desirable behavior.

Both good and bad behavior are learned.

Talking,

laughing, and

listening are learned,

but so are

whining.

fighting, and

temper tantrums.

Desirable behavior can be learned and inappropriate behavior can be *un*learned.

Some parents feel guilty for what they have or have not done for their children. Behavior is shaped by past events to some extent. But, you can always take action to make a difference in present behavior. This Handbook is designed to help you know what action to take.

Consistency and the proper use of reinforcement (consequences or rewards) are important in Behavior Modification. Effective reinforcers can be identified by:

- Observe what activities or consequences seem to appeal to your child as indicated by how frequently he engages in them.
- Ask your child what he likes.
- Make a list of the behaviors you wish to change in your child. Then rank them in terms of their importance to the child's interaction with his environment. You should first change those behaviors that most impede his success. (Example: wetting or soiling, temper tantrums, crying, slovenly habits, personal hygiene, grooming, improper language, etc.)
- Use a different reward for each different behavior you wish to change, if possible. This is more important at first. Later, many varied rewards may be used to reinforce the occurrence of appropriate behavior, but, at first, the use of one specific reward for one specific behavior helps the child pinpoint and remember what he did right.
- Limit access to any rewards you are using to establish a new behavior. If the child can get that reward without changing his behavior, why should he do differently: what's he gaining? So make sure he can't get the specific rewards you have chosen *anywhere* else in his environment.
- Do not reward a child for sloppy performance once he's learned what you expect of him and demonstrated that he can do it. If you do reward any aspect of his behavior that is not up to the standard he's proven he can meet, he may forget what he's learned and regress to an earlier and less acceptable way of acting. In other

words, he may lose what you've taught him by your rewarding something less than appropriate behavior.

Do's and Don'ts of Behavior Modification

Do pinpoint the specific behavior you want to modify; break it down to the smallest possible unit. For example, saying you want the child to "eat better" is not specific enough. Here are some specifics regarding eating: learn to eat small bites, to cut food without knocking it off the plate, to refrain from talking with mouth full of food, to learn how to use napkin to wipe mouth, etc. These are specific behaviors which enable you to plan specific remedial procedures to achieve them. The purpose of clearly defining or pinpointing specific behaviors is to help you establish a means of dealing with them. The general term "eat better" involves many specific behaviors each of which may need specific help.

Don't try to curb more than one behavior in the same skill area at a time. Behaviors can be generally categorized by the time and place where they occur. If two behaviors occur in the same place at relatively the same time, you should only work on one of them at a time. However, if they occur at separate times or in separate places, you can work on them simultaneously.

Do study your child before choosing a reward or consequence. One child's reward may be another's punishment. Also, note if a reward starts losing its effectiveness. If so, change to a reward which the child is enthusiastic about getting.

Don't scold in an attempt to increase your child's progress. Scolding hurts a child but high expectations do not hurt. You must give the child feedback about his performance, but if he didn't do well, also add that he can do better the next time, or that he did better than the last time if this is true. Don't tell him he did well when in actuality he didn't. That would be defeating your purposes and would also give him the wrong feedback. Feedback serves to help him help himself, so don't rob him of this by giving him less than a true representation of his performance.

Do use natural consequences—rather than candy—five minutes playtime or work on a favorite project.

Don't blame your child if you aren't getting results. Figure out what you're doing wrong and change it. You *CAN* succeed.

Do remove the rewarding consequence for every correct response after your child has established that he can do what you expect of him. Rather than constantly rewarding his good behavior, reward it occasionally. Let the knowledge that he's doing what he's supposed to be doing be enough of a reward most of the time. As he matures, he will have to develop more of this kind of knowledge. It will have to become rewarding enough to maintain appropriate behavior.

Don't hesitate to return to the original reward pattern, however, if the new behavior fails to continue after removing the rewarding consequence. Sometimes your child may forget what he's learned, but be patient. It won't take as long to relearn. If you have to do this, it means you weren't maintaining it often enough with occasional rewards. It should tell you to more gradually fade out the constant reward schedule the next time.

Do maintain desirable behavior by reinforcing it.

Do reward desirable behavior immediately upon performance.

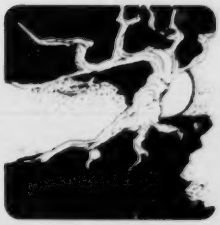
Do reward frequently with small amounts rather than infrequently with large amounts.

Do reward for an accomplishment which leads to independence rather than for obedience which leads to continued dependence on you.

Do keep a record of the child's (and your) experience with his programs. This can help you in planning new ones in the future.

Chapter V

Handicapping Conditions



Strong winds and storms, bend, shape and even scar trees. Think of pictures you may have seen of beautifully shaped trees along the seashore—sculptured by the constant winds from the sea.

Elements, such as birth defects and illnesses, over which you have little or no control, mold and shape your child. Your child is unique and special in his or her own right just as the sculptured trees along the seashore. He grows as normal children grow and faces the same conflicts in growing as the other children. It is extremely important that you, as a parent, develop an understanding about your child's uniqueness in order that you will be able to provide an environment which will promote the social and emotional adjustment that is so important in preparing him for the future.

The Educable Mentally Retarded

In working with the child who is a slow learner, the parent needs to understand what a parent can be expected to do to assist the child with his areas of weakness. The parent needs to understand and accept the child's limitations so that he does not expect too much from the child.

The intellectually handicapped child progresses at a slower rate. He needs more praise and rewards for his successes. The tasks ex-

pected of him should be brief, simple and routine with repetition. It will take him longer to succeed and he needs more time to make social and emotional adjustment.

The parent of a retarded child must plan for the time the child will become of school age. If opportunities to know about safety, conformity to routines, language, social adjustment, self help skills and emotional adjustment have been provided in the home, the child's adaption to a school setting will be made easier.

The President's Panel on Mental Retardation in 1962 reported that the symptoms of the Mentally Retarded child are not obvious but that early recognition and treatment offer the best future for the child. To assist in identifying the retarded child, the parent needs to be able to provide information concerning:

(1) a record of age of development of such skills as creeping, crawling, standing and talking;

(2) an analysis of motor coordination of the child;

(3) a record of vocabulary, interest in books, speech habits, impediments, memory span, ability to generalize, perceptual difficulties;

(4) a history of physical difficulties, illnesses;

(5) a record of his ability to socialize, acceptance and rejection by peers.

It is important for the parent to realize this child has a low frustration level. He needs to be taught by a visual approach such as naming things within his environment (body parts, chair, drink, hat, car.) The parent, in providing alternatives for home training, is preparing his child for the future in his attempt to be a self supportive individual.

Blind Or Partially Sighted

The blind or partially sighted child will need to develop his learning through other senses, e.g., listening, feeling, smelling. He needs to learn to do for himself safely and successfully all the things he is able to accomplish. His auditory skills need to be given the opportunity to develop.

Children who have difficulty with vision may rub their eyes frequently or blink when attempting to view objects. Parents need to observe carefully facial expressions or tense positions the child may have as a result of a visual handicap. It is extremely important to talk to the child providing verbal description of the activity in which you are involved. He will learn a great deal from hearing and touching. If he is partially sighted, be certain you work away from windows where glare and bright light could hamper his seeing clearly. The activities for this child should have a high color contrast to enable him to see better.

When a child doesn't see people well, it may be difficult for him to establish friendships. Therefore, he needs opportunities to be integrated into social activities. Help him build a good self-image any way you can by reinforcing and rewarding his continued efforts.

Remember! He is just like any other child except for one avenue of learning which has a sizeable roadblock in it.

The Hearing-Impaired Child

Communication is the primary goal for the hearing-impaired child. "Language is learned, and in the beginning, is learned auditorially. A child, if not physically restricted, will one day learn to walk on his own. Language, however, is not learned in any such predestined way."*

Early diagnosis is important for the hearing impaired child so that he will have the opportunity to learn language and achieve the social and self help skills other children possess normally.*

Physically Handicapped Child

Poliomyelitis, muscular dystrophy, muscular atrophy, spina bifida, multiple sclerosis, Legg-Perthes disease, arthritis, congenital amputations, osteomyelitis, cerebral palsy, tuberculosis, serious posture defects, cardiac conditions, and orthopedic problems due to accidental injury are representative of crippled and health-impaired children in the United States. These crippling, health impairments do not necessarily denote an intellectual handicap.

The greatest problem for the orthopedically handicapped child is the over protectiveness of the parent. If the handicapped child receives help before starting school, the problems for the parent as well as for the child are lessened, and the child's opportunities are expanded because of early acceptance of the handicap and participation in a planned program. It is extremely important that the physically handicapped child be encouraged to perform self help skills, socialize and communicate according to their abilities.

Parents must realize that the doors are not closed to the physically handicapped child merely because of his physical problem. At the pre-school level he should be given physical activities modified according to his needs.

He should be given the same developmental stimulation in the areas of self-expression, rhythm, art, conversation, arts and crafts, self help procedures, prereading activities and activities as other children his own age receive.

"Physical incapacity should not create a mental vegetable. The experiences of books, films, tape recordings and educational and

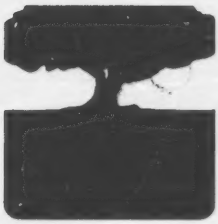
* (Harris, page 5)
* (Harris, page 21)

commercial television are aids to the homebound or hospitalized child.*

* (Schwartz, page 47)

Chapter VI

Developmental Skills



Just as an oak tree grows from an acorn through very ordered phases, your child and all human beings progress from birth into adulthood through sequential developmental phases. The normal child progresses through these phases naturally while the handicapped child needs special assistance and stimulation to progress through these phases.

This handbook is planned to assist the parents in understanding a child's growth patterns and to enable them to provide the environment which will aid their child to progress through each step. Bloom, 1964, noted in his research that the first five years of life were the most important, therefore, parenting is a vital part of the child's development.

It is important to develop the "whole" child. This means we help develop his social, self help, communication, physical, and academic skills. The skills discussed in the following pages do not necessarily have to develop at the ages listed. These ages are the approximated norms; however, many of these behaviors may develop at a later age. For example, in the communication skills he may actually be four years old, but may only be making simple sentences ("Where daddy?"). You should begin at his level and work on those skills.

PARENTS

CHILD

HOME ENVIRONMENT

SELF HELP SKILLS

PHYSICAL SKILLS

COMMUNICATION SKILLS

SOCIAL SKILLS

ACADEMIC SKILLS

Communication

"The child may begin as a parrot, imitating what others say, but he will end as a poet, able to say things that have not been said before but which will be grammatical and meaningful in his community."*

Sometimes we forget to talk to an infant or a child who does not respond or talk back. All languages are learned and a child must hear language before he or she can learn to speak. "Language comprehension can be built up without producing speech at the same time. Since deaf and blind children learn to speak, neither hearing nor seeing is absolutely essential for language learning. Some sort of interaction with a speech community, however is necessary."*

As your child grows and matures he will develop the ability to reproduce words by imitating you. Remember to say words clearly, not using "baby talk," and to let your child speak for himself. Do not let others do all the talking for your handicapped child. Encourage your child to talk by asking the child questions which encourage him to think and use imagination. Conversation with you gives your child an opportunity to learn verbal skills. School activities are predominantly verbal and your child needs to enter school with an appropriate and usable vocabulary. Remember that your child can understand words he cannot yet use in his speech.

Some do's and don'ts for parents in helping their child to develop good communication skills are:

Communication Skills

Do's

- Encourage him to talk in relaxed family situations. Let him tell stories or read aloud without interruption or correction where there is no pressure or probability of embarrassment. Give him a chance to succeed.
- Encourage his participation in activities in which he shows interest. Do everything possible to develop his self-confidence. Let him tell about these activities.
- Insulate him from excessive stimulation. His sensory capabilities may not be developed enough for some movies, TV programs and printed material. Exposure to these may result in unwanted hyperactivity.
- Give him a pleasant home situation. Try to protect him from quarrels and misunderstandings which occur in the home.
- The handicapped child needs more rest than the average child so

* (Smart, page 123). (Smart, page 123)

arrange his schedule to include special rest periods throughout the day.

Don't

- Don't imitate or allow anyone else to imitate or make fun of his speech.
- Don't interrupt him and don't hurry him when he speaks slowly.
- Don't suggest other methods—talking slowly, taking a deep breath before starting to talk, substituting another word for a troubling one—which you think will make speech easier—remember he may think faster than he can speak.
- Don't use speaking or reciting as a form of punishment. This will make him even more aware of his language problem.
- Don't insist that he speak when he is tired, excited or reluctant to speak.
- Don't be impatient or show embarrassment in regard to his speech problem.

Following are some activities which can be adjusted to your child's approximate age and skills level of development.

Communication

Approximate Age	Skills To Be Developed	Parent Activities
Infant		
0-9 months	• *Babbles, Coos, Smiles* • *Imitates sounds* • *Reacts to noise* • *Shows reaction to people*	• *Mother and Father talking to the baby with affectionate tones while feeding, bathing, changing diapers, cuddling, and taking care of the infant.*
9-15 months	• *Words come to stand for things and actions* • *Understand words such as, no, bye bye, bite, drink, hat*	• *Parents encourage infant to be aware of connection of words, e.g., drink all gone, no, bye bye, hat.* • *Talk to your child when bathing him—name parts of the body as they are washed.*
Toddler		
15 months—2 years	• *Beginning to make simple sentences . . . "See doggie" "Where daddy" "All-gone Shoe"* • *Points to picture in a book* • *Identifies body parts*	• *Parents encourage verbalization by talking to him.* • *When looking at pictures, going for walks or riding, point out verbally the dog, cow, house, etc.*
2 years—3 years	• *Asks questions* • *Identifies big and little* • *Tells toilet needs* • *Holds up fingers to tell age* • *Uses pronouns, me, mine, you and I*	• *Talk to your child about what you see and do as you go about daily activities: the color you see; animals; people; weather; construction transporta-*

Communication

Approximate Age	Skills To Be Developed	Parent Activities
	• *Names numbers one through five in order*	*tion; what you do at the post office; grocery store; bank; library; discount store.* • *Send him on errands, starting with one sentence instructions and progressing to two or three instructions.*
Pre-School		
3—4 years	• *Listens to stories five minutes in length* • *Uses words to describe actions* • *Gives full name* • *Repeats three numbers* • *Repeats nursery rhymes* • *Names three colors*	• *Learn nursery rhymes.* • *Do dramatic play with puppets, dolls or dressing up, encourage your child to verbalize.* • *Talk about similarities and differences e.g., ice is cold, the boiling water is hot.*
4—5 years	• *Understands beside, behind, in front of* • *Identifies related objects* • *Identifies picture similarities* • *Identifies picture differences*	• *Help your child to move from* Simple Memory . . . *e.g., Tell me all you remember; Tell me all you know about; Tell me what you say when . . .*
	• *Names five colors* • *Counts to ten* • *Names penny, nickle, dime* • *Tells stories* • *Uses complex sentences*	• *Think of a New Answer or solution to a problem . . . e.g., What else could happen; What other ways could you;* • *Put information Together to reach an Answer . . . e.g., What things are the same; What things are different.* • *Think of alternatives . . . e.g., What are some other ways to; What woula happen if.* • *Make Personal Judgment . . . e.g., How do you feel about; What do you think about . . .*

Self-Help

Your child needs to feel, "I did it myself" so do not deprive him of this experience. *Be patient.* Always showing your child how, touching up or doing over may thwart your child's creativity and self-confidence. Your child will learn from "doing" whether or not the end product is "right."

Occasionally, your child will choose an activity obviously too difficult and *then* may need for you to step in and suggest an alternate activity he can master.

Because your child is handicapped, you may want to give your child more help with the tasks than you should. If you do that, you will deprive your child of a chance to achieve on his own and feel good about himself.

Some do's and don'ts for parents in helping their child to develop good self-help skills are:

Self Help Skills

Do's

- Be patient—encourage your child to do things for himself, e.g., feeding himself, holding his cup for a drink, dressing himself.
- Build his self confidence by allowing him to be successful.
- Allow him to help you with chores around the house, e.g., dusting, drying pans, making beds, sorting clothes for the washing.
- Allow him the opportunity to help clean up a mess, e.g., spilled milk and picking up toys.
- Allow him to learn to play with neighborhood children under close supervision advancing to limited supervision.

Don'ts

- Don't do things yourself—just because you are in a hurry.
- Don't make fun of the way he accomplished a task.
- Don't make fun of his having accidents, e.g., wetting the bed, or spilling a cup of milk.
- Don't make him unable to accept responsibility.

Following are some activities which can be adjusted to your child's approximate age and skills level of development.

Self Help

Approximate Age	Skills To Be Developed	Parent Activities
Infant 0—9 months	• *Sucks, recognizes and reaches for bottle* • *Holds bottle without help* • *Eats semi-solid* • *Feeds self with fingers* • *Holds cup with two hands*	• *Talk about the bottle as you give it to him.* • *Let him finger feed himself.* • *Let him begin to hold the cup himself with both hands.*
9—15 months	• *Begins to use spoon* • *Holds cup with one hand* • *Holds out arms and legs while being dressed*	• *Encourage him to use spoon.*
Toddler 15 months—2 years	• *Helps wash own face and hands* • *Helps mother when drying hands*	• *Begin with toilet training activities.* • *Encourage your child to begin dressing skills by:*

Self Help

Approximate Age	Skills To Be Developed	Parent Activities
	• *Pulls off socks* • *Puts hat on head* • *Uses toilet when placed on it* • *Helps in dressing* • *Pulls off shoes* • *Zips and unzips large zippers* • *Takes off coat when unfastened*	*having him put a hat on his head; pulling off socks; pulling off shoes; zipping zippers and taking off coat.* • *Talk about washing his hands and face, let him use the washcloth himself.*
2—3 years	• *Indicates need to go to bathroom* • *Feeds self with some spilling* • *Uses straw* • *Begins to use fork* • *Dries hands without help* • *Puts on shoes and boots with help* • *Uses bathroom regularly for bowel movements* • *Hangs up own coat* • *Pours from small pitcher* • *Occasionally dresses self*	• *Let him help you stir something as you are cooking, talk about the ingredients you are adding.* • *Let him sift the flour; scrub the potatoes.* • *Encourage him to button his clothes.*
Pre-School 3—4 years	• *Holds fork correctly* • *Cleans nose when reminded* • *Unbuttons clothing* • *Begins to dress and undress self* • *Cleans up spills with help* • *Buttons larger buttons* • *Begins to learn to tie shoes* • *Brushes teeth*	• *Encourage him to continue helping you in the house, dusting; making beds; pouring milk from pitcher; setting table and watering plants.* • *Let him lace shoes, try to tie shoes, brush teeth.*
4—5 years	• *Bathes self with supervision* • *Uses knife for spreading and cutting* • *Helps set table* • *Combs hair* • *Plays in neighborhood without supervision*	• *Let him continue to help you around the house.* • *Let him bathe himself, comb hair, choose clothes.*

Physical

Your child learns much through his body—by seeing and feeling rather than thinking.

Body awareness and physical coordination are very important to a child's ability to learn. For example, a clumsy and uncoordinated child could be slow to respond, hyperactive, or impulsive and too quick for accuracy. This child may later have difficulty following a line of print or developing coordinated rhythmical eye movements in reading.

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Through play your child learns his limits and expands physical skills by pushing, pulling, jumping, lifting.

Following are some do's and don'ts to help you with your child's enrichment.

Incidentally, *always* allow your child to use his referred hand.

Physical Skills

Do's

- Provide assistance for him to sit, stand, and walk.
- Allow him the opportunity to build with blocks or pans, string beads, play ball, kick the ball, run, ride a tricycle and climb stairs.
- Provide opportunity for him to have rhythmic experiences (Singing, clapping, swing to music.)
- Allow him to have experiences with chalk, chalkboard, scissors and crayons as he is ready for these fine motor activities.
- Provide him with the opportunity to listen to stories and learn to turn the pages in a book.

Don'ts

- Don't over protect him from activities which will develop his motor skills.
- Don't demand he attack a skill which is too difficult, e.g., galloping or skipping.

Following are some activities which can be adjusted to your child's approximate age and skills level of development.

Physical

Approximate Age	Skills To Be Developed	Parent Activities
Infant		
0—9 months	• *Sucks* • *Holds head up* • *Holds chest up* • *Reaches for item* • *Hits object* • *Holds items* • *Shakes items* • *Drops item upon desire* • *Sits, creeps, pulls up to furniture* • *Plays pat-a-cake*	• *Discovering arms, legs, mouth, eyes, nose at an early age makes him aware of himself.* • *Encourage the infant to bounce in your lap—brace himself with his legs while you are holding him is a beginning for him to utilize muscles which will aid him in crawling, sitting, pulling up, and then walking.* • *Play Pat-a-Cake and Peek-a-Boo.*
9—15 months	• *Stands after being pulled to standing position* • *Stands alone* • *Walks with aid*	• *Provide opportunities for him to stand alone; walk with assistance; then walk alone.*

Physical

Approximate Age	Skills To Be Developed	Parent Activities
	• *Walks alone* • *Climbs* • *Rolls a ball*	• *Allow him to build towers using kitchen articles—plastic mixing bowls, pan lids, etc.* • *Roll the ball to him saying "Get the ball" and let him push it around.* • *Identify body parts by touching them to know where they are.*
Toddler 15 months—2 years	• *Places three blocks in a cup* • *Puts four rings on a peg* • *Puts pegs in pegboard* • *Builds a tower with three blocks* • *Builds a tower with two blocks* • *Picks up objects without falling* • *Seats self in small chair* • *Walks upstairs with aid*	• *Allow him the opportunity to listen to music . . . swaying, dancing, let him feel body rhythm.* • *Look for body parts on another child's body or on a doll.* • *Walk on all fours—pretending to be an animal.*
2—3 years	• *Throws a ball* • *String large beads* • *Mark on paper with crayon* • *Walks upstairs alone* • *Unwraps candy* • *Runs* • *Walks on tiptoe* • *Turns pages in book* • *Makes a circle on paper*	• *Make mazes of dining chairs, large boxes placed so he can walk, run, crawl and hop through the maze.* • *Let him build castles, bridges, tents, etc. using kitchen chairs, blankets, pillows, card table, etc.* • *Play ball with him throwing, catching, rolling.* • *Play butterfly—by having him extend his arms and move them up and down in a graceful movement as he tiptoes around the room.*

Social

Infancy is a very critical period of personality growth. The infant first develops a feeling of trust and thus lays the foundation for a feeling of security throughout his life. The family and the infant himself play an essential role in the initiation, limitation, and guidance of interactions which lay the foundation for his future relationships with people.

The infant responds early to his home setting and then to strangers. His ability to explore begins with his crawling which allows him to find new experiences. The infant who has successful experiences within his family develops a sense of initiative and imagination which will aid him in his school experience.

Your child learns from you and his brothers and sisters. Through cooperative play your child may learn to accept other children and to be accepted by them.

He also needs to learn to be at ease away from you. It is natural to feel somewhat more protective. Your handicapped child, too, should be left with friends or relatives so he can learn to feel secure away from home. Independence from you will also improve his self-image.

Sometimes brothers and sisters are overprotective, they may act in an extreme manner; from wanting to do everything for the child, to not wanting to bother with him. Encourage them to play with and help him practice the new skills being developed.

Blocks, dolls and dress-up clothes encourage cooperative play and social learning. Following are some do's and don'ts you can provide for your child's social enrichment.

Socialization Skills

Do's

- Provide the opportunity for him to be included as an individual in family activities.
- Play games with him to allow him to play peek-a-boo, pat-a-cake, wave bye-bye.
- Call him by his name so he will respond to his name.
- Allow him the opportunity to learn to accept his Mother's absence.
- Set an example of courtesy, e.g., please, thank-you, I'm sorry, greeting visitors, and taking turns.
- Demonstrate to brothers and sisters an understanding and acceptance of his handicapping condition which may keep them from embarrassment as they grow older.

Don'ts

- Don't make brothers and sisters give in to him.
- Don't isolate him from group activities.
- Don't talk about him and his limitations in front of him—children understand more than adults realize.
- Don't use rewards after a temper tantrum or bad behavior. Reinforcement or rewards should follow good behavior.

Following are some activities which can be adjusted to your child's approximate age and skills level of development.

Social

Approximate Age	Skills To Be Developed	Parent Activities
Infant		
0—9 months	• *Responds to another by smiling* • *Vocalizes when cared for* • *Demands attention* • *Reaches for object* • *Holds object offered* • *Imitates peek-a-boo* • *Imitates pat-a-cake* • *Waves bye-bye* • *Imitates another child at play*	• *Give your infant the opportunity to develop trust in you and a feeling of belonging by talking to him, and letting him know you care about him.* • *Allow your child the opportunity to imitate you by playing peek-a-boo, waving bye-bye, shaking the rattle, etc.*
9—15 months	• *Enjoys playing with another child* • *Helps parent with simple task* • *Understands "my"* • *Imitates adult behavior*	• *Give him opportunities to play with other children* • *Ask him to do simple tasks, e.g., "Bring me the cup," "Put the blocks in the box," "Sit on the chair."*
Toddler		
15 months—2 years	• *Accepts mother's absence* • *Capable of simple errand* • *Independence on walks* • *Participation unorganized group play* • *Listens to story*	• *Allow him the opportunity to be left for a short period of time with a friend or relative.* • *Let him walk independently.* • *Read simple picture book stories to him.*
2—3 years	• *Retells simple facts from story* • *Shows play activities* • *Greets adults without clues* • *Courteous with thank you and please*	• *Encourage him to say please and thank you.* • *Give him the opportunity to take turns.* • *Play house with him.* • *Look at magazines and books discussing who is "building a house," "driving a car," "eating the cereal."* • *Let him point to the pictures then advance to letting him tell you what he sees.*
Pre-School		
3—4 years	• *Answer telephone* • *Shares property* • *Helps adults* • *Shows greater independence and initiative* • *"Performs" for others* • *Contributes to conversation*	• *Play follow the leader with him letting him walk slow-fast; fun, reach up high.* • *Let him tell stories with puppets.*
4—5 years	• *Follows directions* • *Makes purchase in store* • *Respects property rights* • *Takes turns and shares* • *Apologizes* • *Enjoys music*	• *Allow him to play house and store with friends.* • *Let him run household errands for you, e.g., empty the trash, raking leaves, setting the table independently.*

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Academic

Your child's most rapid rate of mental growth occurs from birth to about the age of four. The PEECH Home Intervention Program was designed to help the parent make the most of these formative years by helping the child develop skills he will need upon entering school. Activities which allow him to explore through his sensory and motor resources will enable him to refine his ways of communicating that will develop his tools of thinking. Thus the activities initiated for the communication, social, self help and physical skills will enhance the child's readiness to develop the academic skills.

Some do's and don'ts for parents in helping their child to develop good academic skills are:

Academic Skills

Do's

- Provide the opportunity for the infant to listen to the sound of a shaking rattle, bell, the door bell, etc. and talk to him about these sounds.
- Let him see himself in the mirror, then pictures, then associate between pictures of himself and other members of the family.
- Talk about body parts (eyes, nose, mouth, foot, leg, arm etc.) first his own, then with a doll, or another person and advance to pictures of people.
- Let him choose enough for himself and his brothers, or sisters (spoons, cookies, gum, etc.)
- Talk about the color of his socks and shirts. Let him match towels and washclothes or sort socks.

Don'ts

- Don't overprotect him and do things for him.
- Don't be impatient about answering the question "why."

Following are some activities which can be adjusted to your child's approximate age and skills level of development.

Academic

Approximate Age	Skills To Be Developed	Parent Activities
Infant 0—9 months	• *Follows object with eyes* • *Follows sound of bell* • *Removes block from cup* • *Puts three blocks into cup, and empties cup*	• *Crib mobiles help develop the infant's ability to follow objects with his eyes.*

Approximate Age	Skills To Be Developed	Parent Activities
	• *Shakes a bell* • *Finds block hidden under a cup*	
9—15 months	• *Pushes three blocks train style* • *Removes peg from pegboard*	• *Stacking blocks, rolling the ball and putting pegs in a pegboard.* • *Let him put lids on a pan.*
Toddler		
15 months—2 years	• *Removes six blocks from cup* • *Stacks three blocks* • *Places circle and square in frameboard* • *Scribbles* • *Recognizes self in mirror or picture*	• *Listen to sounds and identify sounds—dogs barking; birds; cars; trains; music; running water; rain; whistling tea kettle; tearing paper; rattles.* • *Make faces in the mirror and talk about self and family in pictures.*
2—3 years	• *Completes three piece formboard* • *Builds a block tower with five-six blocks* • *Draws a horizontal line in imitation* • *Strings four large beads*	• *Learn the function of body parts—tell him to touch the part of your body you: smell with; brush with a toothbrush; use a handkerchief for; see with; run with; put fingernail polish on; smile with; play a piano with; crawl on.*
Pre-School		
3—4 years	• *Repeats two numbers* • *Builds a ten block tower* • *Builds a bridge with three blocks in imitation* • *Adds one part to an incomplete man* • *Completes a six piece puzzle* • *Matches three primary colors* • *Identifies three primary colors* • *Counts to five* • *Recognizes stories* • *Repeats three to four numbers* • *Names or points to square, circle and triangle*	• *Encourage your child to play with puzzles and to draw with colors. You can use old newspaper for drawing pictures.* • *Talk about the colors "You're wearing a red shirt," or "These are blue socks."* • *Read stories and have him point out things in the pictures.* • *Talk about how the boy in the pictures feels—"Is he happy? Why do you suppose he is happy?"* • *Draw circles, square and triangles.*
4—5 years	• *Counts ten objects* • *Copies triangle* • *Associates activities with night and day* • *Identifies color with object* • *Retells stories* • *Sings simple songs* • *Draws a man*	• *Feeling and identifying warm or cold water; dew or damp grass; weight of dry and wet sand.* • *Feeling and identifying textures dry and wet sand; paper; dry flour; sticky dough; wood furniture; fabrics; glass; dry leaves; tree bark; prickly weeds; soft snow; sidewalk; soil.*

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Academic

Approximate Age	Skills To Be Developed	Parent Activities
		• *Matching and sorting according to size or color or shape, buttons; jar lids; socks; cut-out shapes; deck of cards.*
		• *Remember a small number of items placed on a tray; what is missing; what has been added; what has been moved to a new position; what he or she saw in a picture; what he or she saw in a picture book; illustration details of a story you read to the child.*

Sources of Information Concerning Handicapped Children

1. U.S. Department of Health, Education and Welfare
   Office of Child Development, Children's Bureau
   Washington, D.C. 20201

2. U.S. Department of Agriculture
   Division of Home Economics Federal Extension Service
   Washington, D.C. 20201

3. National Society for Autistic Children
   621 Central Avenue
   Albany, N.Y. 12206

4. National Foundation—March of Dimes
   800 Second Avenue
   New York, N.Y. 10017

5. The Alexander Graham Bell Association for the Deaf
   1537 35th Street, N.W.
   Washington, D.C. 20007

6. National Association for Mental Health, Inc.
   10 Columbus Circle
   New York, N.Y. 10019

7. National Epilepsy League, Inc.
   203 N. Wabash Avenue, Room 2200
   Chicago, IL 60601

8. Association for Children with Learning Disabilities
   2200 Brownsville Road
   Pittsburgh, PA 15210

9. National Association for Retarded Children
   420 Lexington Avenue
   New York, N.Y. 10017

10. National Committee for Multi-Handicapped Children
    339 14th Street
    Niagara Falls, N.Y. 14303

11. National Easter Seal Society for Crippled Children and Adults
    2023 W. Ogden Avenue
    Chicago, IL 60612

12. American Speech and Hearing Association
    9030 Old Georgetown Road
    Bethesda, MD 20014

13. American Foundation for the Blind
    15 West 16th Street
    New York, N.Y. 10011

Addresses for Early Childhood Magazines

The Exceptional Parent

Psy-Ed Corporation
264 Beacon Street
Boston, MA 02116

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11. The Marshalltown Project, *Parent/Child Home Stimulation*, Marshall-Poweshiek Joint County School System, 9 Westwood Drive, Marshalltown, Iowa 50158.

12. The Portage Project, *The Portage Guide to Home Teaching*. Wisconsin: Cooperative Educational Service Agency 12, 1975.

13. Quick, Alton D., Little, Thomas L. and Campbell, A. Ann. *The Training of Exceptional Foster Children and Their Foster Parents: Enhancing Developmental Progress and Parent Effectiveness*. Project Memphis, Tennessee: Memphis State University, 1973.

14. Schwartz, Leta Lenger. *The Exceptional Child*. Belmont, California: Wadsworth Publishing Co., 1975.

15. Smart, Mollie S. and Smart, Russel C. *Children-Development and Relationships*. Macmillan Publishing Co. Inc., New York, 1972.